

Last updated: 3/17

Readings adjusted for Weeks 10-16. Key: ~~eliminated~~; moved; new



HUM 124.007/16 The Ancient World

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Office hours: Mon 1-2 pm, Tues 9-12 pm, Wed & Fri 9:30-10:30, and by appt.

Section 007: MWF 2-3:15 pm, RRO

Section 016: MWF 11-12:15 pm, WHI

Course Description

HUM 124: The Ancient World is the introduction to the Humanities sequence. Pursuing the central questions of the Humanities, we will explore the diverse cultures of Ancient Asia, Africa, America, and the Mediterranean. The foundation of this course is close reading of the written record of antiquity, but we will also investigate artifacts, monuments, and ruins, using them to illuminate and challenge what we learn from texts. We will take care to promote an understanding of each object of study in a way intelligible to the people that produced them. Nevertheless, because of the long time span we are dealing with—nearly 3,000 years—as well as the extensive geographical scope—most of the world’s ancient peoples that have left us a substantial textual record—we will necessarily have to sacrifice depth in order to cover ground. This won’t be a problem: our course is built on the assumption that there are fundamental concerns that people have living anywhere in the world, at any time. Some of these are: what does it mean to be human? How is living in society different from living in nature? What is the purpose of life, and the meaning of suffering? We may even challenge some of the assumptions that these questions make.

The *method* of the course is largely comparative: over 15 weeks we will create a knowledge base reinforced by a constant return to the same cultures, and often the same

text. This will be made possible in large part by special historical and cultural learning modules created by the Humanities Program that are accessible in Moodle and incorporated into the syllabus. The general *structure* of the course is thematic, allowing us to zero in on fundamental aspects of cultures and allowing us to make comparisons across space and time. For most weeks of the course, a theme shared across the different sections of HUM 124 will tie the readings together and give us a launching off point for questions. In addition, two unique themes of section 007 and 021 of HUM 124 are writing and storytelling.

Course Goals

Following the guidelines of the UNC Asheville Humanities Program, there are four primary learning objectives for this course:

1. Students will demonstrate knowledge in the interdisciplinary study of ancient cultures, both in writing and orally
2. Students will identify the key features of a primary text or an artifact
3. Students will write well-supported, organized, and clearly articulated arguments
4. Students will articulate their own values and beliefs and compare them with those of diverse cultures studied, both in writing and orally

Academic Accessibility

UNC-Asheville values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources.

Students who experience a barrier to full access to this class should let the professor know, and/or make an appointment to meet with the Office of Academic Accessibility as soon as possible. To make an appointment, call 828.232.5050; email academicaccess@unca.edu; use this link <https://uncaoaaintake.youcanbook.me/>; or drop by the Academic Accessibility Office, room 005 in the One Stop suite (lower level of Ramsey Library). Learn more about the process of registering, and the services available through the Office of Academic Accessibility here: <https://oaa.unca.edu/>

While students may disclose disability at any point in the semester, students who receive Letters of Accommodation are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be

made in a timely manner. It is the student's responsibility to follow this process each semester.

Course Texts

Required books to be purchased:

Hook, Moseley, Peters (eds.), *The Asheville Reader, Volume 1: The Ancient World*
The Epic of Gilgamesh, translated by Maureen Gallery Kovacs (Stanford)
The Bhagavad-Gita, translated by Barbara Stolen Miller (Bantam Classics)
The Panchatantra, translated by Chandra Rajan (Penguin)

All readings not in these books will be posted on Moodle.

Course Requirements

Papers

In this class, we will treat paper writing as a skill that takes practice and that can be tackled in manageable steps. Writing is not only important for success in college as well in your post-college professional life: it helps you think better. Three papers will be assigned in this course.

There will be intermediate assignments for the papers: on specific dates indicated on the syllabus, students will be asked to turn in part of their papers in progress (such as a thesis idea or an outline). There will also be time devoted in class to best practices for paper writing.

Papers will be graded based on *quality of effort* and *improvement*. Students can expect to receive the full share of points if each paper:

1. Meets all the objectives as outlined on the prompt
2. Is clearly the result of significant effort
3. Is turned in on time, including the pre-assignments for each;
4. Shows improvement over past papers or drafts where necessary.

Above all, papers will be assessed for what they say more than how they say it.

Paper length:

Paper 1: 2-3 pages Due 2/11

Paper 2: 5-6 pages Due 3/22
Paper 3: 3-4 pages Due 4/30

Late papers will not be accepted.

The University Writing Center:

The University Writing Center (UWC) supports writers in one-on-one sessions lasting 10 to 45 minutes. Consultants can help writers organize ideas, document sources, and revise prose. If you visit the UWC, bring a copy of your assignment, any writing or notes you may have, and the sources you are working with. Make an appointment by visiting writingcenter.unca.edu and clicking on "Schedule an Appointment," or drop in during open hours Monday-Friday. **If you utilize the UWC and the tutor you met with sends me an email confirming your meeting, you will receive extra participation credit.**

Wiki

The other writing component of this course will be a Wiki (linked at the top of the Moodle). This will be a chance to practice encyclopedia-style writing (as opposed to argumentative writing, found in your papers) and basic secondary research and citation. By the end of the semester, we will have created as a group an extremely helpful resource that you can utilize to study for exams, for papers, and for class projects.

The Wiki will be a compendium of information about the texts we will read for the course. It will consist of individual pages for each text, or groups of pages for long texts (such as *Gilgamesh*). In class, we will decide on the structure of the Wiki as well as the format for individual pages. We will practice how to use the technology in class. It's going to be fun!

Requirements for individual contribution:

1. Create a page for one of the course texts listed at the end of the syllabus (24 options). Minimum word requirement: 750 words.
2. Create a page for another course text OR contribute to one of the course pages for the full-length books (*Gilgamesh*, *Bhagavad Gita*, *Panchatantra*). Minimum word requirement: 750 words.

Note: each page should include citations of the text itself, as well as at least one external source. Reference resources--both online and in the library--will be provided.
Citation

format should follow the Chicago Manual of Style.

3. Add at least three (3) connections between texts to pages. Each page will include a section at the end entitled “Connections.” You may edit the page directly there and add your text. Connections are similar or contrasting ideas that different texts share. Tracing these throughout texts written by different cultures and different times can help us answer the big questions of the course. These connections should be 1-3 sentences long.
4. Add at least five (5) comments on other wiki pages. These can be additional insights, comments, or corrections.
5. Monitor pages (or portions of pages) you create throughout the semester, adding, correcting, and responding to comments when necessary. You may choose to integrate comments into the body of your page.

To receive credit for #1 and 2, you must send me a .docx file (or similar) of what you have written so that I can record the word count. You may then upload it to the appropriate part of the Wiki.

Exams

There will be two exams, both worth the same credit, a midterm in Week 8 and a final exam. These will test basic facts about the cultures we have studied, based on Moodle modules as well as lecture notes. They will also consist of identifications drawn from the course reading and short, interpretive essays. Study guides will be distributed before each exam, and the texts and artifacts students are responsible for knowing will be made clear.

Participation

Participation is hard to objectively measure, but is critical for the class to go well. Being prepared for class is a given, but equally important is collegiality. In order to quantify this, each week, everyone will earn stars. These are not public and will not be discussed in class, but will be shared privately through the Moodle gradebook. At the end of each week, a student’s star rating will be converted into points (one point per star), over a total of 15 weeks. For other ways to earn participation points, see “Cultural Events” below. Here is the breakdown:

*** The baseline: not looking completely unprepared, but contributing little to nothing to class discussion and do not appear to be engaged with where the class is at. Not showing any positive indicators that they have done the

assigned readings. **As each week begins, students are assumed to have earned three stars, and should do what they can to raise it.**

**** Contributing to most class meetings in a way that shows they are prepared. Listening and responding to peers and seeking to add to the discussion or solve a problem. Actively engaged in group work and participating in helpful ways.

***** Contributing in a meaningful and impactful way to each class meeting during the week. Keenly aware of where conversations are going and what the parameters of discussion are. In small group work, taking active roles, sometimes as leader.

Students can drop below three stars by not being prepared for class, especially in ways that hurt the dynamic of discussion or group work. Students can also hurt their rating by showing a lack of collegiality and empathy towards others. Also, looking at your phone, sleeping, etc. will hurt as well.

If you have concerns or anxieties about contributing to class discussion and participating in activities, please don't hesitate to contact me at the beginning of the semester, and throughout the semester as well as concerns arise. There are many ways to contribute beyond just raising your hand or answering questions.

Note that there is no limit to this scale...is a 6-star week possible?

Class preparation

The most important, day-to-day requirement for the course is preparing the assigned reading for each day. Class sessions will be structured differently—we will engage in class-wide discussion, small group work, and other types of interaction—but virtually all class meetings will be based around the assigned reading. You should read all of the assigned reading and utilize any guiding questions or reading aids that are shared in class ahead of time. If you are given specific questions or topics, be sure to be ready to discuss them if called upon in class. We will spend time discussing good strategies for reading critically and efficiently.

All course readings not in the assigned texts for purchase will be in easy-to-print PDF form. You should print out your readings *before* you read, so you can annotate them and so you can have the text in front of you in class.

I will ask that you print some, but not all, of the PDF readings, and will be clear about this in class and on Moodle. I promise that I will not require you to print more than 150 pages during the semester.

Printing tip: when printing out PDFs of course readings to read, annotate, and bring to class, print on both sides (use less paper!) and, if possible, print two pages per side of paper...unless this means the print will be too small to read.

Cultural events

During the semester, you should attend two cultural events. You should submit a 1-2 page (12 pt font, double spaced) reflection to me afterwards by email (within 24 hours of attendance). **You should check with me beforehand if there is any doubt in your mind that the event is “cultural.”** These will count significantly towards your participation credit. **You must attend one at least by the end of Week 8 and the second by the last day of class.**

Grading Breakdown:

Papers	30%	
Wiki	20%	
Midterm exam		15%
Final exam	15%	
Participation (incl. cultural events)	20%	

Grading scale:

A	93%+	C+	77-79%
A-	90-92%	C	73-78%
B+	87-89%	C-	70-72%
B	83-86%	D	60-69%
B-	80-82%	F	0-59%

Electronics Policy

While certain in-class projects may require the use of electronics, the use of laptops as well as tablets and phones in class is prohibited unless you have express consent from me (for this, please see me as soon as possible at the beginning of the semester). This may

be the case if certain PDF readings are too large to print. You should bring physical copies of all reading assignments to class and use a paper notebook to take reading notes at home and in class.

Academic Integrity

As a community of scholars dedicated to learning and the pursuit of knowledge, UNC Asheville relies on the honesty and academic integrity of all the members of its community. Any act of plagiarism, cheating, or use of unauthorized materials or assistance is academic dishonesty. A person who knowingly assists another in academic dishonesty is likewise guilty of dishonesty. A student may be punished by a failing grade or a grade of zero for the assignment or test, or a failing grade in the course. The faculty member may also require that the student complete additional sanctions, such as the completion of an online course on plagiarism or resubmission of the original assignment. In all situations where a student has been disciplined for academic dishonesty, the instructor must submit a brief statement of the case to the Senior Director of Student Success with a copy to the student. The Senior Director maintains records of academic dishonesty incidents and notifies the instructor when a student is found to have multiple offenses. Depending upon the severity and/or repetition of the offense, the Senior Director and/or instructor may recommend that the Provost impose an additional penalty, such as cancellation of graduation with honors, cancellation of scholarships, or dismissal from the university. If the Provost decides that additional penalties are warranted, the student will be notified in writing. If a student feels that he or she has been unjustly accused of academic dishonesty, the student has ten (10) class days from the date of the instructor's written notification to the student to respond in writing. This response is to be sent to both the instructor and the Senior Director of Student Success. The instructor should then meet with the student to discuss the charges within five (5) class days. If needed, the student may then contact the Senior Director for assistance in identifying options for possible resolution. If needed, the Faculty Conciliator will be contacted to mediate and/or convene the Academic Appeals Board.

Sexual Harassment and Misconduct

All members of the University community are expected to engage in conduct that contributes to the culture of integrity and honor upon which the University of North Carolina at Asheville is grounded. Acts of sexual misconduct, sexual harassment, dating violence, domestic violence and stalking jeopardize the health and welfare of our campus community and the larger community as a whole and will not be tolerated. The University has established procedures for preventing and investigating allegations of sexual misconduct, sexual harassment, dating violence, domestic violence and stalking that are compliant with Title IX federal regulations. To learn more about these

procedures or to report an incident of sexual misconduct, go to titleix.unca.edu. Students may also report incidents to an instructor, faculty or staff member, who are required by law to notify the Title IX Office.

Academic Alerts

Faculty at UNCA are encouraged to use the university's Academic Alert system to communicate with students about their progress in courses. Academic Alerts can reflect that a student's performance is satisfactory at the time the alert is submitted, or they can indicate concerns (e.g., academic difficulty, attendance problems, or other concerns). Professors use the alert system because they are invested in student success and want to encourage open conversations about how students can improve their learning, and students who respond to alerts quickly are consistently more likely to earn credit for the course. Please note, professors of 100-level courses are required to submit at least one alert about each student on or before the seventh week of classes.

When a faculty member submits an alert that expresses a concern, the student receives an email from Academic Advising notifying them of the alert and subsequent registration hold on their account. To clear the hold, the student must complete a short Google Response Form included in the alert e-mail; the results will be shared with their instructor and advising staff. Instructors may also request to meet with the student to discuss the alert.

Questions about the Academic Alert system can be directed to Anne Marie Roberts (amrober1@unca.edu) in OneStop Advising and Learning Support.

Attendance Requirement

Students are expected to attend every class. More than **three unexcused absences** will begin to count against your overall course grade: for four unexcused absences, your final grade will be lowered 2 percentage points; for five, 4 points; for six, 7 points; for seven, 10 points; for eight, you will receive a failing grade. Please be on time to class. If you are continually late without excuse, you will accrue unexcused absences as well. If your class schedule makes it challenging for you to be on time (i.e. if you are coming from across campus), please consult me. For any excused absences where there is work is due in class, please consult me too.

Course Schedule

Key to sources for course readings:

AR	<i>Asheville Reader</i>
VM	Video module on Hum 124 Core Themes and Materials Moodle

Week 1: Toolbox for the Humanities

Monday, 1/14. Welcome to the course!

Wednesday, 1/16. Cosmogony – The Origin of the World

● *Required readings:*

- o AR – “Reading a Primary Text from Antiquity”
- o North America (Cherokee) “How the World Was Made”
- o Levant (Palestine) Genesis 1:1-2:4 (to “...when they were created.”)
- o Mesopotamia *Enuma Elish*, tablet I (p.233-238)
- o India AR - Veda 10.129 (The Creation Hymn) (p.253)

Friday, 1/18. Anthropogony – The Origin of Humanity

● *Required readings:*

- o AR – “Essay on Translation”
- o Africa (Yao) “The Chameleon Finds”
- o North America (Pueblo) “The Laughing Girl”
- o Levant (Palestine) Genesis 2:4-3:24 (from “In the day that...”)
- o Mesopotamia *Enuma Elish*, tablet VI (p.260-267)
- o India AR - Veda 10.90 (The Hymn of Man, p.251-253)

Week 2: Toolbox for the Humanities (cont’d)

Monday, 1/21. No class (Martin Luther King Day)

Wednesday, 1/23. The Epic of Gilgamesh

● *Required viewings:*

- o VM – Ancient Mesopotamia

● *Required readings:*

- o Mesopotamia *The Epic of Gilgamesh*, tablets I-IV

*Friday, 1/25. **The Epic of Gilgamesh (continued)***

- *Required readings:*
 - Mesopotamia *The Epic of Gilgamesh, tablets V-IX*

Week 3: The World Above: Relationships between Humans and Gods

*Monday, 1/28. **The Epic of Gilgamesh (concluded)***

- *Required readings:*
 - Mesopotamia *The Epic of Gilgamesh, tablets X-XI*
 - Levant (Palestine) *Genesis 6-9*
- *Assignments given:*
 - **Paper 1 (2-3 pages)** – topic due 2/1, thesis idea due 2/6, final draft due 2/11

*Wednesday, 1/30. **Ifá Divination***

- *Required viewings:*
 - VM – Yoruba Cosmology and Ifá Divination
- *Required readings:*
 - Africa (Southwest) *Ifá Divination Poetry*

*Friday, 2/1. **The God of Abraham***

- *Assignments given:*
 - Group assignments for Monday 2/4 Mini-Conference
- *Assignments due:*
 - **Paper 1 topic** - (by email to jcross@unca.edu by 11:59 pm)
- *Required viewings:*
 - VM – Ancient Israel
- *Required readings:*
 - Review Genesis 1-3 and 6-9!
 - Levant (Palestine) *Covenant [Genesis 9:1-17; 15:1-19; 17:1-27; 22]*

Week 4: The World Below & Beyond: Death, the Afterlife, and Immortality

*Monday, 2/4. **Mini-Conference: How do we talk about the divine?***

- *Required viewings:*
 - VM – Vedic India
 - VM – Upanishads

- *Required readings:* (will be distributed to groups on Wed. 1/30)
 - India AR - Veda 2.12 (Who is Indra?)
 - India Upanishads (selections)
 - Levant (Palestine) AR - Judges 4-5
 - Iran AR - Zend Avesta (selections)
 - Greece AR - Cleanthes, "Hymn to Zeus"

Wednesday, 2/6. Hope in Death: Egypt

- *Assignments due:*
 - **Paper 1 thesis idea** - (by email to jcross@unca.edu by 11:59 pm)
- *Required viewing:*
 - VM – To Be a Dead Egyptian
 - [Digital tour of the tomb of Nebamun](#)
- *Required reading:*
 - Africa (Egypt) Selections from the Book of the Dead

Friday, 2/8. Death as Hopelessness: The Mayan and Greek Underworlds

- *Required viewing:*
 - VM – Mayan Worldview
- *Required reading*
 - Greece *Odyssey*, Book XI (selections)
 - Native America (Maya) *Popul Vuh* – "Underworld"

Week 5: Ancient Books (Lab)

Monday, 2/11. The Wheel of Life: Buddhism

- *Required viewing:*
 - VM – Buddhism
- *Required reading:*
 - India Asvaghosa, *Life of the Buddha*, "Departure"
 - India *Kisagotami*
- *Assignments due:*
 - **Paper 1** (by email to jcross@unca.edu by 11:59 pm)

Note: there is no reading to prepare for Wednesday or Friday.

Wednesday, 2/13. Tablets

Friday, 2/15. **Scrolls**

- *Assignments given:*
 - **Paper 2** - topic due 2/20, thesis + outline due 3/1, final draft due 3/22

Week 6: Living the Good Life

Monday, 2/18. **Scrolls and Codices**

Wednesday, 2/20. **Confucius**

- *Assignments given:*
 - **Paper 2** - topic due 2/25, thesis due 3/1, final draft due 3/22
- *Required viewing:*
 - VM – Confucius
- *Required reading:*
 - China AR - Confucius, *Analects* (p.212-219)

Friday, 2/22. **Plato**

- *Required reading:*
 - Greece Plato, *Apology*

~~[Friday, 2/22. **Mini-Conference: How do we live life to the fullest?**~~

- ~~● *Required reading:*~~
 - ~~○ Africa (Egypt) AR “The Instructions of Amenemope” (p.171-188)~~
 - ~~○ Greece AR Aristotle (p.336-354)~~
 - ~~○ Rome AR Horace (p.491-492)~~
 - ~~○ Levant (Palestine) AR Qohelet/Ecclesiastes 1-4 (p.52-56)~~
 - ~~○ India AR The Four Noble Truths (p.268)}~~

Week 7: Empire

Monday, 2/25. **Plato**

- *Required reading:*
 - Greece Plato, *Apology*

Wednesday, 2/27. **The Persian Empire: Cyrus and Isaiah**

- *Assignments given:*
 - Midterm exam study guide distributed
- *Required viewing:*
 - VM – Persia
- *Required reading:*
 - Mesopotamia Cyrus Cylinder
 - Mesopotamia Isaiah 40, 42:1-45:8

~~Friday, 3/1. **The Rule of Law**~~

- ~~● *Assignments due:*
 - **Paper 2 thesis** (by email to jcross@unca.edu by 11:59 pm)~~
- ~~● *Required reading:*
 - Mesopotamia ———— AR *Code of Hammurabi* (p.19-25)
 - China ———— AR Han Feizi (p.231-235)~~

Week 8: The Bhagavad Gita

Monday, 3/4. *Bhagavad Gita*, chs. 1-8

Wednesday, 3/6. *Bhagavad Gita*, chs. 9-18

Friday, 3/8. **Midterm Exam**

Week 9: Spring Break

No class.

Week 10: Identity and Other

Monday 3/18. *Bhagavad Gita*

Wednesday 3/20. *Bhagavad Gita*

Friday 3/22. **Odysseus and the Cyclops**

- *Assignments due:*
 - **Map or outline of Paper 2 argument** (by 11:59 pm by email)

● *Required reading:*

- Greece *Odyssey, Book IX*

Week 11. Communication and Ethics

Monday 3/25. No Class: Professor Absent

Wednesday, 3/27. Thucydides

● *Required viewing:*

- VM - Persian and Pelopponesian Wars

● *Required reading:*

- Greece *Thucydides, Pericles' funeral oration*
- Greece *Thucydides, Melian dialogue*

Friday, 3/29. Second Temple Judaism

● *Required viewing:*

- VM - Second Temple Judaism

● *Required reading:*

- Levant (Palestine) *AR - Maccabees*
- Levant (Palestine) *Daniel (selections)*
- Levant (Palestine) *Esther*

Week 12: The Panchatantra

Monday, 4/1. Panchatantra, TBD (see Moodle)

Wednesday, 4/3. Panchatantra, TBD (see Moodle)

Friday, 4/5. Panchatantra, TBD (see Moodle)

● ~~*Assignments due:*~~

- ~~**Paper 2** (by email to jcross@unca.edu by 11:59 pm)~~

● ~~*Assignments given:*~~

- ~~**Paper 3** - topic due 4/12, final draft due 4/30~~

Week 13: Social Justice, Wealth and Poverty

Monday, 4/8. Early Christianity

● **Required viewing:**

- VM - Rise of Christianity

● **Required reading:**

- Rome Pliny, *Epistulae* 10.96-97
- Anatolia AR - Apostles' Creed and Nicene Creed
- Levant (Palestine) AR - Gospel of Matthew

Wednesday, 4/10. The Bible and the Poor

● **Required viewing**

- VM – Poverty and Wealth in the Ancient World

● **Required reading:**

- Levant (Palestine) AR – Amos
- Levant (Palestine) Matthew 6:19-34, Mark 10:17-27, Luke 16:19-31, Acts 4:32-5:11

Friday, 4/12. Ancient Rome The Rule of Law

● ~~Required reading:~~

- Rome Cicero, *Against Catiline*, 2.17-24
- Rome Juvenal, *Satire* 3 (“Rome”)

● **Required reading:**

- Mesopotamia AR - *Code of Hammurabi* (p.19-25)
- China AR - Han Feizi (p.231-235)

Week 14: Is the Universe Coherent?

Monday, 4/15. Wisdom Literature

● **Required reading:**

- Egypt AR - “The Instruction of Amenemope” (p.171-188)
- Egypt “The Tale of the Eloquent Peasant”
- Greece AR - Epictetus (p.384-392)

Wednesday, 4/17. Job

● **Required reading:**

- Levant Job 1:1-32:1 (selections)

Friday, 4/19. Job and Qohelet

● **Required reading:**

- Levant Job 38-42
- Levant AR - Qohelet/Ecclesiastes (p.50-56)

Wednesday, 4/17. Indian Theater

● **Required viewing:**

- VM—Ancient Indian Theater

● **Required reading:**

- India Natyasastra
- India Shakuntala (Intro, acts 1-3)

Friday, 4/19. Indian Theater (continued)

● **Required reading:**

- India Shakuntala (acts 4-7)

Week 15: Gender; Daoism

Monday, 4/22. Euripides' Bacchae

Wednesday, 4/24. Nature in Poetic Imagination

● **Required reading:**

- Africa (Egypt) The Great Hymn to the Aten
- Africa (Egypt) AR—Hymn to the Inundation
- India AR—Veda 1.92 and 1.50
- Greece AR—Pre Socratic Philosophers
-
- Rome Virtuivius, Book 8

Wednesday, 4/24. Mini-Conference: Gender in Poetic Imagination

● **Required viewing:**

- VM - Gender and Sexuality in Ancient Greece

● **Required reading:**

- Greece AR - Greek Lyric Poetry
- Greece Plato, *Symposium* (speech of Aristophanes)
- Africa (Egypt) AR - Egyptian Love Poetry
- China AR - Chinese Book of Songs
- Africa (North) Martyrdom of Perpetua
- Levant (Palestine) The Song of Songs (*everyone reads this*)

Friday, 4/26. Daoism

- *Required viewing:*
 - VM - Laozi and Daoism
- *Required reading:*
 - China *Dao de Ching*

Week 16: Daoism; Conclusion

Monday 4/29. Daoism (continued)

- *Required reading:*
 - China *Dao de Ching*
- *Assignments given:*
 - Final exam study guide

Final Exam: Section 007: Wed. May 8th, 11:30-2 pm
 Section 016: Fri. May 3rd, 11:30-2 pm

Required Pages for Wiki

Ifá Divination Poetry
 Genesis 22
Popul Vuh
Life of the Buddha, “Departure”
 Kisa-gotami
 Odyssey 11
 Plato’s *Apology*
Instruction of Amenemope
 Confucius, *Analects*
 Cyrus Cylinder
Res Gestae Divi Augusti
 Han Feizi
 Code of Hammurabi
 Thucydides, “Funeral Oration”
 Epicurus
 Epictetus
 Juvenal, *Satire 3*
 New Testament excerpts
Martyrdom of Perpetua
 Egyptian love poetry
 Chinese *Book of Songs*

Shakuntala
Euripides, *Bacchae*
Dao de Ching